

College Settlements Association Quarterly



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Issued quarterly by the College Settlements Association

Publication Office: Metropolitan Building

1 Madison Avenue, New York, N. Y.

Price, 15 cents per year, included in membership dues of the Association

Entered as second-class matter September 16, 1915, at the post office at New York, N. Y., under the Act of March 3, 1879.

In answering advertisements, please mention the College Settlements Association Quarterly

College Settlements Association Quarterly**OFFICERS OF THE COLLEGE SETTLEMENTS ASSOCIATION**

1916-17

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THE COLLEGE SETTLEMENT AND THE PUBLIC HIGH SCHOOL

Education in the high schools has been recently undergoing a great change. It now has a conscious social purpose. Formerly, like Barrie's school master, we were looking for the "lad of parts" whom we were to train for a career; now the purpose is to fit all the students for citizenship in a democracy. There are three new qualities which we are endeavouring to cultivate; social consciousness, initiative, and a sense of responsibility. By possessing social consciousness I mean that they should be aware of the existence of social problems and of the needs of the community. There is a definite period in the life of each person when he acquires self-consciousness. Most people never awaken to a social consciousness. By initiative I mean the impulse to act when a judgment has been formed of the need of action. By a sense of responsibility I mean the feeling that duty calls even the average citizen

to "do his bit," whenever the opportunity offers. The ranks of our well-to-do business men, lawyers, politicians and their wives are filled with graduates of our high schools, whose motto might as well be that reputed slogan of the gang politician "What the hell do we care?"

One might mention at least three ways in which the modern high school is seeking to accomplish these three ends of social consciousness, initiative, and sense of responsibility. They are democracy in school government, the imparting of a knowledge of the pupils' environment and the special teaching of social science. The time has passed when the school was a despotism. Mr. Wilson L. Gill pointed out here in Philadelphia many years ago, in his school city plan, that we were inconsistent in training children to be obedient subjects of a despotism and then expecting them to turn out active citizens of a democracy. Self-government in the schools is training the young people in initiative, self-control and a sense of personal responsibility. School clubs with social purposes help to secure the same ends. The teacher is no longer a ruler but a leader of a free and intelligent people.

To secure a knowledge of the environment all of the old subjects have been given a social content, but more important still, the whole range of subjects called social science which have only recently made their way into the colleges are now moving down into the high schools. Material from Political Science, Economics and Sociology is adapted to the minds of the young people from fourteen to eighteen years of age. And why not? Why should that kind of knowledge be confined to the few who elect it in college? The great majority of students who do not go to college have a right to the knowledge which touches our modern life more than any other. I believe that, judging by the present trend, the social studies are going to occupy at least one fourth of the time on the school program in the future.

A critic in the early stages of the introduction of social science said that "Economics is the greatest hot air subject in the curriculum." The criticism was probably justified at that time, for nothing is more useless than theory without action. The great need of the social sciences is laboratory work, or what some one has called a "program of activities." What Dr. Beard has been doing at Columbia, Dr. Watson at Haverford, and Dr. Kingsbury at Bryn Mawr in getting the students started in the actual field of social work is what must be done in the high schools on a smaller scale. We are limited of course in the choice of work for young girls, and the settlement affords one of the best ways for them to come into actual touch with social problems. They do not work alone but are under the guidance of the older people, and the work provided is mostly with children.

We of the public high schools for girls in Philadelphia are coming to feel very much at home at the College Settlement. And when one of the residents comes to visit us she meets everywhere in our corridors former and present workers, faculty and students. Sub-chapters have been formed in three of the schools and we hope there may be more. The girls go down afternoons, on Saturday mornings, and in the summer vacations to help in the children's play hours, to run the shower baths and to teach what they have themselves learned in cooking and sewing classes. One summer they helped to manage the children's sanitary squads which engaged in a clean-up campaign for the neighborhood. This year they helped to prepare for the spring carnival and to run it, and to furnish a model apartment. The girls love to go. I asked the little president of our Social Workers' Club at school if she liked to go to the settlement and her face lighted up at once, "Oh yes!" she said, "I love to go. I wish I could go oftener." When asked why she liked it she said, "It's the children, they are such dears and you never know what they are going to do next! I had a great time persuading Father to let me go; but when I come home from the settlement now he always says with a laugh, 'Well, how are the dear heathen?'" Visits to the settlement have profoundly affected many of our girls from sheltered homes of small income and limited outlook. They come to their teachers full of emotion and concern, saying that they never had any idea how people in the crowded sections of the city lived.

Thus does the settlement help to develop the social consciousness and sense of responsibility. It also gives scope for the development of initiative. One Saturday morning a small girl rang the doorbell at 433 Christian Street and announced that she had heard at high school that girls were needed to help on Saturday mornings. She was asked if any teacher had sent her. No, she just came herself. The workers were busy and she was told to go out into the play yard and see what she could do. In a short time some one came and found her with the whole yard full of children gathered around her in a game.

Does the settlement want the public school girl? She swells the numbers of the volunteers and so relieves the regular workers. She brings zeal if not discretion to the work. On the other hand she is often lacking in the refinement desirable in a social worker. She has little individual influence and little money to contribute. She is often unsteady and unreliable. But the service secured is after all a secondary matter compared with the service performed by the settlement for her. Social work has usually been a matter of exchange of benefits between a highly educated class and an uneducated class. The great

middle group has remained untouched. What Miss Davies calls "the luxury of service" has been confined to the intellectually rich. The enlistment of the high school girl contributes to the social education of a class not yet engaged, as a rule, in social work. The sphere of the settlement is enlarged and it becomes more democratic.

To my mind the high school is "the hope of democracy." Theoretically the colleges should train leaders, but actually the high schools train the far larger number. The majority of the men and women of the classes who are comfortably well off, who hold the responsible positions in trade and industry and in the churches, are high school trained only. Fifteen thousand students are now in the high schools in Philadelphia alone. If these can be trained to possess social consciousness, initiative and a sense of responsibility, the approach of the millennium will be materially hastened—the day when such expressions as "social service," and "social uplift" will be obsolete because the realities behind them will have become commonplaces to all the community.

JESSIE C. EVANS,

Head of the Department of History, Civics and Economics, William Penn High School, Philadelphia.

A CLEARING HOUSE FOR VOLUNTEERS—THE NEW YORK COMMITTEE ON VOLUNTEER SERVICE

The important contribution to all programs for civic and social betterment which it has long been conceded the volunteer can make is often limited by the lack of intelligent planning in the handling of such contribution. This limitation is sometimes the fault of the volunteer, sometimes of the organization using his service, but is perhaps more often due to the lack of some means for bringing together the volunteer and the work he can best do. Many failures in volunteer service which had appeared hopeful, much extravagance in time, as well as the tragedy of misplaced effort, might have been avoided if a clearing house of the right sort or some means for taking up questions concerning volunteer work and dealing with them individually had been in existence.

Recognizing these facts and conditions the Association of Collegiate Alumnae and the Young Women's Christian Association almost simultaneously planned work which might meet the needs they and many others were beginning to feel. Other organizations as well as other individuals became interested and a preliminary committee on volunteers was formed to work out a method of co-operation and a program. As a result of the conferences of this committee it was decided to open an office in connection with the Bureau of Occupations which it was

hoped might develop into the sort of clearing house most needed. A committee was formed of representatives from the various organizations which had been interested from the beginning, and several volunteers offered to divide the work of the office among them. In this way, it was felt, such a clearing house could best meet the need by being to the fullest extent a department for volunteers carried on by volunteers.

The work to be done, however, was so dependent for its efficiency on its consecutive nature that it could not be divided among different persons in such a way and at the same time be satisfactory; and no volunteer of sufficient experience could be found who was both willing and able to give the whole time required. A secretary was secured, therefore, on a part-time basis who was interested on the human side as well as the professional in making the office a real consulting room where volunteers wishing to offer their services even for a short time and for the vaguest possible uses could receive advice, encouragement and work fitted to their hours and their needs as well as to their desires.

At the same time the secretary realized the necessity, often discussed in the committee, for arousing the various organizations which were more and more coming to feel the need of volunteer assistance to a sense of their own responsibility in the matter. The volunteers who had offered to give time to the office were made an office committee and the plan has been to work out some method by which they can co-operate with the secretary in following up the work of the volunteers whom the office has placed and in making better connections than—strangely enough—often exist between the organization and the volunteer serving it. It cannot be too frequently reiterated that to give a piece of work to a volunteer, whether or not untried, and then leave him to make his own way unaided is not the way to get the best from volunteer service. Frequent encouragement and constructive criticism from the professional workers in an organization are needed, and the time given in this way is almost never wasted. The welfare organization as a training school for volunteers is a subject only just beginning to receive the attention it should. Learning by doing is sound pedagogy, and it is a real question whether study, reading and lectures should not come after, rather than before, carefully supervised but very practical, first-hand work. Field work as a laboratory for the study carried on in training schools is now recognized as a necessity, but it is too often regarded as another form of school work and not as of importance for its own sake and to be completed in a workmanlike way, because of the need that exists for such completion, not because it will be counted as credit in a particular course.

Any clearing house for volunteer service can well suggest lectures

and reading to a volunteer as a help in doing the work he has chosen in an efficient manner, but the work itself, if undertaken in the right spirit, is a training school of a very high order. And just here the need for the service of experienced volunteers in connection with such a clearing house becomes apparent, for consultation, adjusting difficulties, and interpreting the opportunity to the worker and the worker's need for sympathetic supervision to the professional leader. In some organizations in New York this training of volunteers is being carried out to the fullest extent and great strength has been given these organizations by the number and efficiency of their volunteer workers. Where members of the staff are too busy or are not yet awake to the possibilities for themselves and their organizations from volunteer help, the clearing house for volunteers must come forward and supply the lack.

Last year the Committee for Volunteer Service in New York made 83 placements. This does not represent 83 volunteers, as some of them were placed twice. In some cases one volunteer has tried two or more activities before finding just what he was looking for. Without such a committee it might easily have happened that such a volunteer would have become discouraged and given up trying. As it is, most valuable work has been done by just such workers.

On the other side of the question the secretary states, "It is difficult to say how many openings we have had for volunteers, since each organization asks for a number of volunteers for various forms of work in the hope of getting one or two. We have filled 85 per cent of the call-registered. . . . It is difficult to find volunteers who will do a detached, unrelated piece of work for an organization which they do not know and with which they cannot hope to form any particular personal relation. Theirs is the position in such cases of the extra stenographer called in for a week when work is heavy, and then is gone, not even a number in the endless procession of those who have helped out. The difficulty in placing the volunteer of to-day is bound to increase. We are getting more thinking material. The man or woman who comes from college. . . . is not satisfied with being given at random a club to lead, a bit of work here and there. They want to give their services, but they want to give them in a constructive way. They want to be part of the organization they work for, a small insignificant part maybe, but still a part of the whole, not the flotsam drifting along on the surface of a great movement. The time has come when the volunteer must either be considered seriously or abolished as a constructive agency in social work. That this would be a big, vital loss to the community is easily imagined, but how vital this loss would be only those who have come in contact with the spirited and visioned work of some volunteers will appreciate."

The New York committee has been fortunate in securing for its secretary some one who is interested in and willing to give time to the study of individual problems, for only by doing this can a clearing house for volunteers most completely fill the need. The last paragraph of her report for the past year expresses what the committee has tried to stand for and what it feels must always be its aim,—to understand and assist the volunteer as an individual, not as one element of a general problem.

"The numberless interesting reasons which have prompted people to come to us; the widely varying types that came in as the weeks went by—individuals whose background and outlook differ as widely as does the East from the West, but having in common the desire (whether they are conscious of it or not) to render public service, to make their citizenship a living thing—; these are the things that must be omitted from a report of this sort, but the consciousness of their existence has been the source of inspiration to go on."

ELEANOR H. JOHNSON,
Chairman Advisory Board.

NEW YORK COLLEGE SETTLEMENT

95 Rivington Street

188 Ludlow Street
Ridge Farm, Mount Ivy, N. Y.

86 First Street

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THE NEW YORK COLLEGE SETTLEMENT AND SCHOOL EXTENSION WORK

It has always been the proud boast of the settlements that they were prepared to relinquish any of their most cherished schemes when some other agency appeared which was better fitted to carry them on or whose function they more properly were. This has happened in practice, when libraries, playgrounds, baths, classes of every kind, have been taken over by the municipality or by some special association.

Thus instead of an imposing array of institutional activities the majority of settlements still present a more or less changing front to the public. Should this not however be a sign of strength rather than of

weakness at this particular time when there is need of new forces to meet our enlarged ideas of our national and international responsibilities? Are not the settlements because of their adaptability, better able than almost any other agencies to point the way in this larger life? Is this not also their opportunity to prove the value of their methods in training for citizenship?

The opportunity to do this is coming in almost every community, through the movement for the extended use of the school buildings. By uniting with the agencies working for this, the settlements can extend the sphere of their influence tremendously. The workers must join hands with other citizens on a footing of perfect equality and make their experience and knowledge felt in indirect ways. If they have the capacity for leadership they will come to the top. There is great need for leaders in such movements both in the city and rural communities. Many good efforts have been shipwrecked for lack of it.

Just now in New York the opportunity to help is greater than ever. With a new director of the Recreation Centers under the Board of Education, having behind him greater financial resources and a committee in sympathy with his aims, there is a promise of great development of the neighborhood centers in the schools.

We are trying at the College Settlement to assist in the work of two schools near us. In one the one paid worker who found all her energies consumed by the dance downstairs was glad to turn over the eight or ten clubs meeting upstairs to one of our residents. She found the prospect somewhat appalling—eight clubs of lively young girls and two of boys all to be shown at once how to conduct a meeting, plan their winter's work and so forth. But she has found help in the very best quarter: a number of our older club members have agreed to take clubs and thus pass on to others the benefits they have received. With a group of leaders all holding common traditions and ideals, she can hope to make an impress on these groups and weld them together. The school is in a very foreign section with a shifting population, so that any concerted action on the part of the community has seemed impossible, but with a nucleus even of young boys and girls it may be possible to work back to the families and bring the older people out to use the school as their own. Already there is a lecture in Yiddish being given every Saturday night, but we want to see the fine auditorium open every night for some neighborhood enterprise, moving pictures, concerts, and perhaps in time, a community chorus. Will not that be the best kind of work for the Americanization of these foreigners; and through participation in its management, can they not get the best training as to their privileges and duties in this new country? It will require patience

and perseverance, but it will be worth much effort.

Must we not therefore work all the harder to turn out more club leaders to help in such work? It is important that our own work should be kept to a high standard as an example and that facilities be provided in our own houses for trying experiments which would not be possible on a large scale.

ELIZABETH S. WILLIAMS, *Headworker*.

SUMMARY OF THE REPORT OF THE TREASURER

For the Year Ended October 1, 1916

Balance in Bank and on Hand October 1, 1915.....		\$553.60
RECEIPTS:		
General Fund	\$10,139.02	
Mt. Ivy	5,690.31	
Gymnasium	1,488.00	
Special Funds	3,080.07	
Total Receipts		20,397.40
DISBURSEMENTS:		\$20,951.00
General Fund	\$8,775.90	
Mt. Ivy	6,907.67	
Gymnasium	1,867.43	
Special Funds	1,084.52	
Total Disbursements		18,635.52
Balance in Bank and on Hand October 1, 1916.....		\$2,315.48
		\$20,951.00

CERTIFICATE OF AUDITORS

We have examined the accounts of the Treasurer of the New York College Settlement for the year ended October 1, 1916 and have compared them with the vouchers. We certify that the above statement correctly sets forth the transactions of the year according to the books.

MARWICK, MITCHELL, PEAT & Co.

79 Wall Street, New York, Nov. 6, 1916.

PHILADELPHIA COLLEGE SETTLEMENT

429-435 Christian Street

502-504 South Front Street

100 Lombard Street

Chalkley Hall, Frankford

EXECUTIVE COMMITTEE

Mr. J. RODMAN PAUL, <i>Chairman</i> , 505 Chestnut Street	
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THE SETTLEMENT IN HOME EXTENSION WORK

Although to each one of us the word "home" brings a different picture, we find certain elements common to all. Home, as the child of our typical "American" knows it, means the family of parents and children forming a whole of which each one is a very individual part. The feeling of common interest and interdependence is the essence of the home. Certain privileges and duties are so inseparably bound up with the idea that it is only by an effort that we recall them—an open yard, books, magazines, newspapers, always at hand—the clean, orderly house with its unwritten laws—constant supervision and correction, the teaching of manners, the regular household duties, the privileges of hospitality and friendly entertaining. School is a large factor in a child's life, and the home supplements it in countless ways—by interested scrutiny of report cards, by insistence on regular attendance, by inquiry about a late return, by co-operation in home work, by every possible advantage of encouragement, praise and disapproval; the hours of music lessons and practicing are enforced and supervised; there are other privileges, also, more difficult to capture on paper—the hours of table talk, the inspiration of interesting guests, the moments of play with father and mother; all these things, each slight in itself, are builded into a great structure of memory and of influence, past and present, whose strength and power are beyond our estimation.

In such a home money may, or may not, have been plentiful, but all the decencies, all the necessities, many of the comforts and often the luxuries were provided. Now look for a moment at the homes seen by a worker in a Social Settlement, and think, more particularly of our numerous, densely peopled foreign or immigrant neighborhoods.

You all know the actual physical conditions, you have read of them, or have seen them. Take a typical case, a family of eight living in three rooms on from \$12 to \$15 a week. The father and the mother are struggling with the problems of living in new conditions, often in a strange land, of whose language and customs they are often destructively ignorant. Consider the contrast, not in money, but in the privileges and opportunities of the children in those two homes: a few rooms in a tenement, a converted house or an alley shanty, make the shelter. Not a blade of grass relieves the street colors. There is no play ground but the street. The mother is loving but ignorant, over-worked, untrained. The father is away all day. There is not a penny to spare for books, music, attractive house furnishings. There is no place for privacy, none for quiet, none for entertaining—only work, dirt, noise, confusion, the excitation of the street and ill judged recreation as the bulk of home experiences. To these children we—that is our com-

munity—offer the school five hours a day, with an occasional park or playground, and then we dare to complain of the ignorant state of our “lower class”!

In the home of more income and greater social and cultural resource every advantage of love, care, knowledge, education, influence of church and community is placed at the child's disposal, and then the parents think they have done well if the boy or girl grows up fairly intelligent, clean, decent. If he or she is able to make a good living or a good marriage, the family settles back with a self-satisfied feeling, thinking that they have not lived in vain. And they have not—it is an achievement—but stop to think, and judge the others gently.

This short paper cannot discuss the aims and ideals of a Social Settlement further than to say that they are large and far-reaching, dealing with the relations and responsibilities of one class to another, and that the whole movement is an expression of neighborliness. In many aspects of the work done in any Settlement neighborhood the children of its crowded, meager homes are its most natural and fertile field, and in working and playing with them the settlement has come to supplement the home. It is significant to note how the development of the settlement activities has paralleled the natural opportunities of a resourceful home.

The question of kindergarten has long since been settled in the affirmative by the Settlement. The mothers of these tots have neither time nor knowledge to guide the baby minds and fingers; they even lack a clean, open place in which to play; the choice lies between the dark, crowded rooms and the perilous sidewalk. The Settlement attempts to give for three hours a day the simple natural knowledge of order, of cleanliness, of play, of beauty and of control that should be a normal part of home life. For girls of larger growth there are the cooking, sewing, millinery and reading clubs, furnishing the practice and habits which should be possible in every home. The boys find carpentering, iron-work, political and outing clubs which provide opportunities for the expression of their tastes and desires.

The singing and dancing classes, together with the parties which are so prominent a feature in any settlement, give the training in social intercourse and educate in the art of entertaining, with its wide development in forethought, preparation, tact and self-effacement. In this, as in every relation with the Settlement, comes constant training in manners, sometimes by precept, oftener by example. The courtesy of the residents, the pleasant “good evening,” the surprise at hats worn in the house, the constant reliance on co-operation—helping in cleaning up, running errands, “taking charge,” etc.—all this is a continual influence. The children accept the standards of the house realizing that they must

conform to them if they wish the privileges. Even if those manners are dropped on the street and in the homes, they have at least learned that such standards exist, and that it is possible to practice them.

The art of play is highly esteemed as educational material, although the children are not thinking of that as they flock in to use the games and yards which add so greatly to our popularity. Here, while using the natural instincts and gratifying them in a proper manner, the child is in an environment which places on him certain requirements which, if ignored, lead to the forfeiting of his privileges. An example is the use of profanity in the yards. It is scarcely worth while to swear if one is firmly convinced that it will be overheard and cause eviction.

Music, so deep an instinct in most children, is provided to a certain extent by the Settlements, aided very greatly by the Music Settlements, which have been, in most cases, a remarkable development of a small Settlement department. The aim is not primarily to train great musicians but to extend and increase the refining and ennobling influences of music in the homes and lives of these children.

The library and the evening study hour represent an attempt to supplement the school as the normal home should, providing a quiet, comfortable place for study, an interested older person, and the presentation of the infinite world of books as something to be enjoyed with their possibilities of adventure and romance.

Beside and beyond all this is one influence, commonplace in privileged lives, and yet the most subtle and effective of all—that of the daily contact with educated, refined and thoughtful people. This so far transcends measurement that we can only guess at it, but since personality is one of the strongest things in the world we cannot fail to know that this must be the greatest revelation of all to the children.

A thousand details make up a settlement day. There are times when the work seems trivial and futile. But if we look over our own lives we find that our growth and development came through a multitude of almost infinitesimal influences. It was the constant pressure of little things that formed us, with only now and then the high peak of an emotional crisis or the intense influence of one personality. Even to those we responded with the self that was the sum-total of all our other experiences. The impact of personalities is the strongest formative course of training a child can have. To enlarge the range and assure the quality of these impacts is the contribution of the Settlements to the work of Home Extension.

Our last desire would be to destroy or supplant the influence of home in the lives and affections of its children—we who have behind us all its wonderful memories and influences, but until industrial conditions

make it possible for all children to grow up in real homes, somewhere and somehow the needs for proper education and development must be met, if these children in turn are to be able to make homes worthy to be called "American."

ANNA F. DAVIES, *Headworker.*

REPORT OF TREASURER OF THE COLLEGE SETTLEMENT OF PHILADELPHIA

For the Year Ending September 30, 1916

RECEIPTS:

Balance on hand September 30, 1915.....	\$1,144.34
College Settlements Association, grant	900.00
Donations and Subscriptions	11,025.01
Net income from Christian Street properties.....	407.03
Income from investments	220.00
House account receipts through Headworker.....	3,588.75
Interest on bank balances	30.00
Sale of bonds	1,993.79
Legacy—Estate of John C. Schaefer.....	1,000.00

DISBURSEMENTS:

	\$20,308.92
Salaries	\$3,432.50
Rent, 433 Christian Street and 502-4 South Front Street.....	1,020.00
Taxes and water rents	469.80
Interest on mortgages	556.50
Headworker for general house account.....	1,105.00
Rebuilding wall, 429 Christian Street	333.75
Repairs, 423-25 Christian Street	810.59
Reinsurance on plate-glass	5.10
Paid on account of mortgages	2,500.00
Treasurer's cash book	1.50
Cash on hand	124.18

FRONT STREET PURCHASE ACCOUNT

	\$20,308.92
Balance on hand September 30, 1915.....	\$1,933.10
Interest on Bank Account	25.97
	\$1,959.07
Repairs (permanent)	271.87
Balance on hand	\$1,687.20

We have examined the accounts of Reed A. Morgan, Treasurer of the College Settlement of Philadelphia, for the year ending September 30, 1916, and have found them correct and properly supported by vouchers.

ELIZABETH R. H. FLEISHER,
J. RODMAN PAUL,

Auditing Committee.

November 21, 1916.

THE BOSTON COLLEGE SETTLEMENT

Denison House, 93 Tyler Street

EXECUTIVE COMMITTEE

Miss CAROLINE L. HUMPHREY, *Chairman*, 23 Maple Avenue, Cambridge, Mass.
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Miss MABEL G. CURTIS
Miss HELENA S. DUDLEY
Mrs. KATE STEARNS PAGE
Miss BERTHA S. SCRIPTURE

DIRECTORS

Miss Elizabeth Balch
Miss Marcia Beebe
Mr. Robert J. Bottomly
Mrs. Hugh Cabot
Miss Helen Cheever
Mrs. Walter Chrimes
Miss Mildred Clark
Miss Ellen T. Emerson
Mrs. Joel E. Goldthwait
Mr. Richard W. Hale
Miss Anna Hewins
Miss Mary S. Holbrook

Miss Euphemia Mackintosh
Miss Katherine Morse
Mrs. C. H. Porter
Mrs. E. L. Prescott
Miss Emily Reed
Mrs. Robert W. Sayles
Miss Vida D. Scudder
Miss Margaret Slade
Mrs. Lucius H. Thayer
Mr. J. J. Tillinghast
Mrs. George T. Tuttle
Mrs. William H. Walker

Miss Cornelia Warren
Miss Geraldine Gordon, *Headworker*

CHANGES AT DENISON HOUSE

The annual report of last year ended with a paragraph in which the long deferred hope of a new building for Denison House was relinquished. This decision implied the abandonment of No. 97 Tyler Street, which had been rented to tenants, except for the flat on the second floor, where homemaking lessons and music went forward under trying conditions. The house was so badly out of repair that plumbing, leaks of various sorts, lack of heating facilities, not to mention the ancient smells of generations of lodgers, made it a constant source of trouble. Finally it was condemned as unsafe. Music was moved to the boys' house, the homemaking flat was given up, the tenants moved out, and the property was offered for sale. It had cost us \$7,500, but the one offer we received was for half that sum. So all last winter we committed the social crime of allowing our house to stand idle in a congested neighborhood, and added to the sum total of ugliness in the district by great beams that kept the front from falling into the street.

Meanwhile our efforts to "settle down to the definite task of building up and intensifying the work already in hand," to quote the closing words of the last report, resulted in disturbing growth all along the line. The music overflowed into the bedroom of one of the men residents; the girls' clubs begged for rooms of their own where Camp Fire insignia, camp photographs, etc., might be displayed undisturbed. The sewing machine clamored for a more domestic environment than was possible in the clinic rooms. Folk Handicrafts added so many shelves, cases, tables, desks, chairs, suit cases and trunks to its necessary equipment that we trembled sometimes lest the old floor give way. Linens by the case we stored in the barn of one of our directors, miles away from the scene of action. Folk Handicrafts even played with the idea of finding a house for itself elsewhere. And there all the time, stood our empty, tumbled down No. 97, too rickety to stand the removal of partitions, but surely good for something, if only repairs could be made.

In the middle of a June night, the idea of utilizing this house and the one next to it, No. 95, for residence houses, occurred to the headworker. Such a plan involved the complete overturning of the present plant. It meant the separation of the living arrangements of the residents from the organized activities of the settlement, a plan which has many arguments in its favor. It offered the occasion, also, for the installation of a central heating system for our five houses; it increased the number of residence rooms from fourteen to seventeen, with a guest room for men as well as women; it offered more bath and toilet rooms; it also met the demand for more space for club rooms, music, and Folk Handicrafts.

The plan was presented to the directors at their meeting late in June, and was adopted, provided a sum of \$7,500 could be raised by August 1, to augment the Extension Fund, and insure against a deficit for the current year.

In spite of the unpropitious time of the year, war relief for Europe, and funds for the families of militia men on the border, the friends of Denison House responded most generously and promptly, and on August first \$8,000 was at hand, and the business of perfecting the plan was begun. The high cost of building necessitated the amputation of many cherished improvements, but the original plan is being carried out, and we hope to eat our Christmas dinner in our large new dining room.

GERALDINE GORDON, *Headworker.*

DENISON HOUSE FINANCIAL REPORT

For the Fiscal Year Ending October 1, 1916

RECEIPTS:

Cash on hand October 1, 1915.....	\$326.40
Donations for general expenses	5,396.34
College Settlements Association.....	1,200.00
Special Donations, Summer Work	433.30
Special Donations, Boys' Work	525.00
Special Donations, Italian Fund	519.89
Special Donations, Folk Handicrafts Salary	365.00
Special Donations, Cateba Fund	50.00
Special Donations, Christmas	125.00
Special Donations, Remodeling	9,165.50
Special Donations, for Specific Purposes	510.00
Special Donations and receipts from Neighborhood Hygiene Department	735.55
Legacy, Polly R. Hollingsworth	500.00
House and Club Dues	46.02
Sale of books, stamps, etc.	37.74
Telephone tolls	45.00
Interest on deposits	42.85
Italian Fund, renting costumes	5.00
Fete at Waltham (net)	1,473.03
Housekeeper Board	4,374.50
	<hr/>
	\$25,876.21

PAYMENTS:

Salaries	\$6,405.50
Repairs	705.76
Light and Fuel	778.04
Janitor	850.00
Water Tax	87.66
Payment on Mortgage Note	1,450.00
Mortgage Interest	600.61
Telephone	223.87
Christmas	160.24
Summer Work	762.51
Recreation	117.50
Postage, printing, office supplies and clerical work	1,281.90
Italian Department	1,009.09
Class Work	80.49
Neighborhood Hygiene Department	310.13
House Expenses	4,036.97
House Furnishings	63.43
Sundry Expenses	89.21
Relief	62.36
Insurance	45.31
Cateba Fund Payments	49.50
Payment of loan to Gymnasium Fund	3,855.54
Cash on hand October 1, 1916	2,789.99
	<hr/>
	\$25,876.21

THE GYMNASIUM FUND

Receipts and Disbursements for Year Ending October 1, 1916

Cash on hand October 1, 1915..... \$5,024.31

INTEREST:

\$1,000, Mississippi River Power Co., 5%	\$50.00	
\$2,000, Brooklyn Rapid Transit, 5%	100.00	
\$1,000, West End Street Railway, 5%	50.00	
Interest on deposits	7.23	
Denison House repayment of loan	3,855.54	4,062.77
		<hr/>
		\$9,087.08

PURCHASE OF

\$1,000, Mississippi River Power Co., 5%	\$781.25	
Accrued interest Mississippi River Power Co., 5%	18.89	
\$2,000, Brooklyn Rapid Transit, 5%	2,017.50	
Accrued interest Brooklyn Rapid Transit, 5%	39.72	
\$1,000, West End Street Railway, 5%	1,012.50	
Accrued interest West End Street Railway, 5%	15.69	
Account book	1.25	3,886.80
		<hr/>
Cash Balance October 1, 1916		\$5,200.28

THE NEW BUILDING FUND

Receipts and Disbursements on Account of Income for the Year Ending October 1, 1916

RECEIPTS:

Cash on hand October 1, 1915	\$439.21
Interest on deposits	6.11
Interest on investments	325.00
	<hr/>
	\$770.32

PAYMENTS:

Accrued interest on investments	\$84.03	
Interest on mortgage notes	525.00	
Repairs to 97 Tyler Street	66.79	
Insurance, 97 Tyler Street	6.44	682.26
Balance income on hand October 1, 1916.....		\$88.06

NOTE:—This report was in the hands of the auditor at the time of printing.

LOCUST POINT COLLEGE SETTLEMENT

1502-1506 East Fort Avenue, Baltimore

EXECUTIVE COMMITTEE

MR. ROBERT GARRETT, <i>Chairman</i> , 801 Garrett Building, Baltimore	MR. T. MCKEAN MEIERE
DR. WILLIAM BURDICK, <i>Dir. and Treas.</i>	MISS ALICE MORAWETZ
MR. JAMES W. CHAPMAN, JR.	MR. JOHN A. WELSH
MRS. CHRISTIE D. SOLTER	MISS GRACE B. ROSE
MISS STELLA MCCARTY	MISS FRANCES HUMMLER, <i>Headworker</i>

NOTES FROM LOCUST POINT

The Locust Point Settlement reopened on October 2, after having been closed for three and a half months. Through the kindness of a friend, however, we kept the settlement open one day a week through the summer, thus enabling seventeen children to continue their music lessons. The Music School Settlement lends us a piano teacher Monday and Thursday afternoons, and a violin instructor Saturday mornings.

Our assistant this year is Miss Kathleen Jennison, Goucher, 1916. She was C. S. A. Elector in 1915, and President of the Social Service League in 1916.

Two Camp Fire groups, two classes in practical dressmaking and one in crocheting, ten boys' clubs, a dramatic club, a glee club, and classes in history, current events, dancing and gymnasium work have been scheduled for this winter, besides the ever popular library and story hours; and, of course, we shall continue to co-operate with the Locust Point Dispensary, the public school, the churches, and the Federated Charities. Twice a week we hold a sale of old clothing, at which for five or ten cents our neighbors can secure shoes and clothes that have been sent by friends of the settlement.

The first of the monthly lectures for this year was held at the Public Library Tuesday, November 14. Rev. Joel Hayden gave a very interesting lecture on Poland. The hall was crowded and many of our neighbors were moved to tears by the picture of their early homes. We shall continue these lectures throughout the winter.

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS OF
C. C. RUTLEDGE, TREASURER,

For the Fiscal Year Ended September 30, 1916

Balance October 1, 1915		\$2.20
RECEIPTS:		
Subscription	\$1,085.45	
College Settlements Association	800.00	
Club and Class	38.27	
Table Board	559.67	
Miscellaneous	165.20	
State Appropriation	750.00	
Suspense	466.48	
Loans	500.00	
Total Receipts	\$4,965.07	4,965.07
		<u>\$4,967.27</u>
DISBURSEMENTS:		
Salaries	\$1,662.63	
Wages	268.20	
Printing	20.50	
Postage	30.02	
Rent	136.50	
Fuel	85.25	
Gas	93.87	
Telephone	42.05	
Supplies	117.16	
Repairs	188.13	
Car Fare	1.00	
Table Board	559.65	
Club and Class	110.86	
Miscellaneous	1,071.68	
Equipment	192.22	
Suspense	308.91	
Total Disbursements	\$4,888.63	4,888.63
Balance, September 30, 1916		<u>\$78.64</u>

We have audited the accounts of C. C. Rutledge, Treasurer of this Association, for the year ended September 30, 1916, and we hereby certify that the accompanying statement of Cash Receipts and Disbursements for the year ended September 30, 1916, is true and correct as disclosed by the books, records, vouchers, etc., of the Treasurer.

BLACK & COMPANY,

By WILMER BLACK, C. P. A.

Certified Public Accountants.

Baltimore, Md., November 18, 1916.

REPORTS

CONDENSED MINUTES OF THE FALL MEETING OF THE COLLEGE SETTLEMENTS ASSOCIATION, OCTOBER 28, 1916

The fall meeting of the Electoral Board of the College Settlements Association was held at 433 Christian Street, Philadelphia, on Saturday, October 28, 1916. The president of the Association called the meeting to order at 10 a. m. Thirty-six members of the Electoral Board were present at the meeting.

Changes in the Electoral Board.—The secretary reported the following changes in the Board since May, 1916: Miss Stitt succeeds Miss Monroe as Wellesley Alumnae Elector; Miss Elizabeth Davison succeeds Miss Glover as Wellesley Undergraduate Elector; Miss Frida Maynard succeeds Miss Golding as Vassar Undergraduate Elector; Miss Susan Lyman succeeds Miss Eliot as Radcliffe Alumnae Elector; Miss Katharine Reed succeeds Miss Fuller as Radcliffe Undergraduate Elector; Miss Mary Atkinson succeeds Miss Culin as Swarthmore Undergraduate Elector; Miss Emma L. Rood succeeds Miss Losie as Elmira Undergraduate Elector; Miss Elizabeth Nesbitt succeeds Miss Carstens as Goucher Undergraduate Elector; Miss Claire Patterson succeeds Miss Man as Barnard Undergraduate Elector; Miss Gertrude Smith succeeds Miss Prigosen as Adelphi Undergraduate Elector.

The minutes of the previous meeting were read and approved.

The report of the treasurer was read and approved. Balance on hand Sept. 30, 1916, \$1,540.02.

The Report of the Standing Committee was read. It announced (1) the appointment of Miss Dorothy Baldwin, Vassar 1912, as organizing secretary for the coming winter, (2) the ratification of the Local Executive Committees of the New York, the Philadelphia, and the Boston college settlements, (3) the appointments of Mrs. F. M. Griffin as the Swarthmore Faculty Member of the Electoral Board, and Miss Ellen P. Cook as the Smith Faculty Member. Alumnae electors were asked to confer with their undergraduate electors and nominate their faculty members to the Standing Committee as soon as possible.

The Standing Committee made the following recommendations:

1. That designated gifts from any group of members coming as a result of chapter activities may be credited through the books of the Association.
2. That the question of offering fellowships for 1917-18 be left to the Standing Committee and the Fellowships Committee, with power to act.
3. That the QUARTERLY be continued through another year.
4. That the alumnae electors be intrusted to secure as large a repre-

sentation of class electors and vice electors at the Electoral Board meetings as possible.

5. That each college settlement send all its publications as they are issued to each undergraduate and alumnae elector.

Recommendations 1, 2, 4 and 5 were accepted. Action on the third recommendation was deferred. The report was accepted as a whole.

It was moved by Miss Zagat, seconded by Mrs. Fleisher, that the following be appointed to serve as the Nominating Committee: Mrs. Spahr, chairman; Miss Egleston, Miss Hirth. The motion was passed.

It was moved by Miss Zagat, seconded by Mrs. Fleisher, that the following be appointed to serve on the Standing Committee on Sub-Chapters: Miss Baldwin, chairman; Miss Miller, Mrs. Calvert, Miss Carstens, Miss Stitt, Mrs. Chandler. Miss Stitt withdrew her name. Miss Zagat's motion, amended to omit Miss Stitt's name, was passed.

Committee on Sub-Chapters.—Miss Miller gave a short report of the Committee on Sub-Chapters, saying that very little had been done in the schools as yet, since they were late in opening on account of the epidemic of infantile paralysis. She urged, as last spring, the connection of college chapters with nearby sub-chapters.

Report of the Fellowships Committee.—Miss Greene gave the report of the Fellowships Committee, as follows: Miss Kate Van Eaton, Wellesley-C. S. A. joint fellow, is placed in Boston at Denison House. For her academic work she is taking a course in the Theory of Social Reform at Radcliffe. In addition to practical work at Denison House she will have a club at Lincoln House. Miss Adrienne Kenyon has been awarded the Bryn Mawr-C. S. A. joint fellowship. Miss Witchie, fellow at large the first part of last year, is in residence at the New York Settlement, and will take up her work in January at the point at which she left it last year.

Report of the Organizing Secretary.—Miss Baldwin gave her report as organizing secretary. Feeling that it was important to get in touch with as many colleges as possible early in the fall, she had either written to or visited all our undergraduate chapters. Swarthmore, Elmira, Wells, and Vassar had been visited, and promised well for the year. She recommended that all chapters adopt a "special enterprise" each year, that is, have some definite tangible object to carry out, something in connection with the college settlement nearest them; or in connection with their local work. She spoke of the C. S. A. traveling exhibit, comprised of very interesting small exhibits from each college settlement, as well as striking charts and many unusual photographs; all of which bring home the work of the Association in a way that talking can not. Lastly, she gave her idea of the purpose of the C. S. A.,

which, besides helping to support the college settlements, is to bring college women in contact with other conditions of living than their own and to give them a better understanding of the poorer classes and of the help and support these classes need.

Report of the Committee on the Field Secretary's Salary.—Miss Greene gave the report of the Committee on the Field Secretary's Salary. \$666.35 had been received from 86 contributors, \$57.41 of which had been spent on printed appeals, postage, etc., leaving a balance of \$602.94 on hand toward the salary of a field secretary.* A discussion of the need of a field secretary and the sort of work she would do followed. The general feeling was that a field secretary was needed, in small manufacturing towns more than in rural districts; Miss Davies thought she would be of value in answering appeals for help in social work that are now sent in to the different settlements, answering them more fully and adequately than the settlements have time for; Miss Baldwin felt that she might very easily lend valuable aid to the local work of the college chapters.

Miss Emerson announced that since the Speakers' Bureau had been organized to carry on that part of the work of the organizing secretary at a time when the Association was temporarily without an organizing secretary, and since two members of the Speakers' Bureau had resigned, the members of the Standing Committee would act as helpers to Miss Baldwin in obtaining speakers when she needed such help.

Report of the Publications Committee.—Mrs. Fleisher gave the report of the Publications Committee. The demand for the *QUARTERLY* has increased with each issue. Fortunately Miss Zagat, the business manager, has succeeded in obtaining sufficient advertisements to keep the expense from increasing. The news items in the different college magazines will be continued. Mrs. Fleisher put the question before the meeting whether the *QUARTERLY* was worth what the Association spends on it (about \$450 annually), or whether it would be better to go back to a small annual report which could be published for about \$150. There followed a discussion, most decidedly in favor of keeping up the *QUARTERLY*. The motion was made and passed that the third recommendation of the Standing Committee—that the *QUARTERLY* be continued through another year—be accepted.

It was moved by Miss Gordon, seconded by Miss Doty, that a vote of thanks be given to the Publications Committee for their splendid work. The motion was passed.

* At luncheon after the meeting a telegram from Mrs. Thayer was read, in which she generously donated \$200.00 toward the Field Secretary Fund, bringing the total to \$802.94.

It was moved by Miss Weston, seconded by Mrs. Fleisher, that a rising vote of thanks be given to our hostess, who had arranged such a delightful program for our two days' conference. The motion was unanimously passed.

Short but very interesting reports were heard from the headworkers, Miss Williams, Miss Davies., Miss Gordon and Miss Hummler.

On motion the meeting adjourned.

ELEANOR M. DOTY, *Secretary*.

507 W. 113th Street, New York City.

Nov. 11, 1916.

COLLEGE SETTLEMENTS ASSOCIATION, TREASURER'S REPORT

For the Year Ending September 30, 1916

RECEIPTS:

<i>Balance on hand October 1, 1915</i>		\$2 281.65	
<i>Membership dues</i>		5,921.91	
<i>Life Memberships</i>		200.00	
<i>Smith Alumnae Joint Fellowship</i>		200.00	
<i>Interest—</i>			
On mortgages.....	\$270.00		
Bank balances.....	29.09		
Bond.....	30.00		329.09
<i>Principal of Bond</i>			100.00
<i>Special Accounts—</i>			
Editor's.....	\$52.94		
Field Secretary.....	25.00		
Refund on Fellowship.....	50.00		
Christmas Gift.....	100.00		
Conference Fund.....	188.86		
Items omitted in October, 1915.....	4.00		420.80

DISBURSEMENTS:

			\$9,453.45
<i>Appropriations—</i>			
New York.....	\$2,000.00		
Philadelphia.....	1,200.00		
Boston.....	1,200.00		
Baltimore.....	800.00		5,200.00
<i>Organizing Secretary—</i>			
Salary.....	\$450.00		
Expenses.....	151.71		601.71
<i>Printing, Postage, etc.—</i>			
Secretary.....	\$66.10		
Treasurer.....	23.12		
Editor.....	532.64		621.86
<i>Fellowships—</i>			
Boston.....	\$200.00		
New York.....	400.00		
Philadelphia.....	558.27		1,158.27

Special Account—

T. D. Hodder	\$2.00	
E. S. Williams	53.00	
Safe Deposit	10.00	
Notary50	
Mt. Ivy	185.86	
Field Secretary	25.00	
Speakers' Bureau	55.23	331.59

Balance on hand September 30, 1916.....	\$7,913.43	
	1,540.02	

\$9,453.45

FUNDS ON HAND OCTOBER 1, 1916:

Invested in mortgages	\$10,000.00	
Invested in bond	400.00	
Balance in bank	\$1,595.43	
Less checks not cashed	55.41	1,540.02

\$11,940.02

This account with vouchers examined and found correct.

PAULINE GOLDMARK,
Auditor.

E. E. DAVIDSON,
Accountant.

Wellesley: SUMMARY OF SUBSCRIPTIONS

College	\$163.00
Alumnae	680.00
Smith:	
College	544.00
Alumnae	1,437.18
Vassar:	
College	80.00
Alumnae	228.50
Bryn Mawr:	
College	100.00
Alumnae	355.00
Radcliffe:	
College	200.00
Alumnae	157.85
Wells:	
College	100.00
Alumnae	112.25
Cornell:	
Alumnae	61.25
Swarthmore:	
College	62.00
Alumnae	80.25
Elmira:	
College	45.00
Alumnae	100.00
Goucher:	
College	80.00
Alumnae	56.00
Barnard:	
College	85.00
Alumnae	137.00
Mt. Holyoke:	
College	402.00
Alumnae	47.25
Sub-Chapters	230.00

Other Colleges	\$50.00
Non-Collegiate	234.00
	<hr/>
Smith Alumnae Fellowship	\$5,941.53
	200.00
	<hr/>
	\$6,141.53

SUB-CHAPTERS

NEW YORK

The Benjamin School	The Jacobi School
Brooklyn Heights Seminary	Miss Low and Miss Heywood's School
The Mary A. Burnham School	Ossining School
Hamilton Institute for Girls	Packer Collegiate Institute
The Hartridge School	St. Margaret's Mission Club
Heathcote Hall	The Vail-Deane School
	Wallcourt

PHILADELPHIA

Friends' Select School	Ogontz
George School	Springside
Miss Hill's School	Walnut Lane School
The Holman School	Walnut Lane Alumnae
The Independence Square Sub-Chapter	William Penn High School
North East High School for Girls	Philadelphia High School for Girls

BOSTON

Bradford Academy	Miss Guild and Miss Evans' School
Miss Church's School	Howard Seminary
Dana Hall	Walnut Hill School
	Wheaton College

BALTIMORE

Maryland College	Baltimore Friends' School
	York Collegiate Institute

ELECTORAL BOARD OF THE COLLEGE SETTLEMENTS ASSOCIATION

Wellesley

Miss Marguerite Stitt, W. '14, 316 West 79th St., New York, N. Y.	1918
Miss Helen M. Sims, W. '11, 553 Springdale Ave., East Orange, N. J.	1918
Miss Elizabeth Davison, W. '17, 13 Wood Cottage, Wellesley, Mass.	1917

Smith

Miss Fannie Furman, S. '06, 254 Alexander St., Rochester, N. Y.	1918
Mrs. S. C. Fairley, S. '05, 363 Grand Ave., Brooklyn, N. Y.	1918
Miss Martha H. Chandler, S. '17, Albright House, Northampton, Mass.	1917

Vassar

Miss Dorothy E. Meigs, V. '14, 254 Farragut Terrace, Philadelphia, Pa.	1917
Miss Frieda Maynard, V. '17, Vassar College, Poughkeepsie, N. Y.	1917

Bryn Mawr

Miss Dorothy Weston, B. M. '14, 351 East 74th St., New York, N. Y.	1917
Miss Eleanor L. Dulles, B. M. '17, Rockefeller Hall, Bryn Mawr, Pa.	1917

Radcliffe

Miss Susan C. Lyman, Waltham, Mass.	1918
Miss Katherine E. Read, R. '17, 7 Newman Way, Arlington, Mass.	1917

Wells

Miss Adah L. Kieffer, Wells '13, Linden Ave., Englewood, N. J.	1917
Miss Eleanor Van Etten, Wells '17, Wells College, Aurora, N. Y.	1917

Cornell

Miss Agnes L. Tierney, C. '95, 118 Coulter St., Germantown, Pa.	
--	--

Swarthmore

Miss Anna D. Bramble, Sw. '06, West Monastery Ave., Roxborough, Philadelphia, Pa.....	1917
Miss Mary Atkinson, Sw. '17, Swarthmore College, Swarthmore, Pa.....	1917

Elmira

Mrs. John C. Meddick, 382 Wadsworth Ave., New York, N. Y.....	1917
Miss Emma L. Rood, E. '17, Elmira College, Elmira, N. Y.....	1917

Goucher

Mrs. Robert Henry Keene, G. '00, Golden Hill, Md.....	1917
Miss Elizabeth Nesbitt, G. '17, Goucher College, Baltimore, Md.....	1917

Barnard

Mrs. John P. Peters, Jr., B. '11, 517 East 77th St., New York, N. Y.....	1917
Miss Claire Patterson, B. '17, 431 Riverside Drive, New York, N. Y.....	1917

Mt. Holyoke

Miss Ruth French Adams, Mt. H. '13, 102 Crescent St., Montreal, P. Q., Can.	1917
Miss Christine Wilson, Mt. H. '17, Mt. Holyoke College, S. Hadley, Mass..	1917

Adelphi

Miss Rosa E. Prigosen, A. '16, 1531 N. 6th St., Philadelphia, Pa.....	1918
Miss Gertrude Smith, Adelphi College, Brooklyn, N. Y.....	1917

Non-Collegiate

Miss Adalene Moffatt, 138 Newbury St., Boston, Mass.....	
Miss Laura Platt, 1831 Pine St., Philadelphia, Pa.....	

ASSOCIATE ELECTORS

Miss Helena S. Dudley, B. M. '89, 11 Florence St., Boston, Mass.....	1918
Miss Emily G. Balch, B. M. '89, Wellesley College, Wellesley, Mass.....	1918
Miss Frances T. Cochran, B. M. '02, 131 South 22d St., Philadelphia, Pa...	1918
Miss Mabel Gair Curtis, W. '90, 49a Trowbridge St., Cambridge, Mass....	1918
Mrs. Walter L. Hervey, W. '88, 351 West 114th St., New York, N. Y.....	1918
Mrs. Bernard Naumberg, B. '03, 261 West 93d St., New York, N. Y.....	1918
Miss Mary A. Van Kleeck, S. '04, 130 East 22d St., New York, N. Y.....	1918
Mrs. Lucius N. Thayer, S. '84, Portsmouth, N. H.....	1918
Miss Cornelia Warren, Cedar Hill, Waltham, Mass.....	1919
Miss Hannah Fox, 339 South Broad St., Philadelphia, Pa.....	1919
Mrs. Ferris J. Meigs, V., Bronxville, N. Y.....	1919
Mrs. James Fulton Ferguson, V., 910 Old Lancaster Road, Bryn Mawr, Pa.	1919
Miss Lilian Egleston, B. '10, Brooks Hall, Barnard College, New York, N. Y.....	1919
Miss Florence Converse, W. '93, Linden St., Wellesley, Mass.....	1919
Miss Eleanor H. Johnson, S. '94, 77 Irving Place, New York, N. Y.....	1919
Miss Jeannette A. Marks, W. '99, Mt. Holyoke College, S. Hadley, Mass...	1917
Miss Vida D. Scudder, S. '84, 30 Leighton Road, Wellesley, Mass.....	1917
Mrs. Charles B. Spahr, S. '83, 38 Stockton St., Princeton, N. J.....	1917
Miss Pauline Goldmark, B. M. '96, 270 West 94th St., New York, N. Y.....	1917
Miss Sarah G. Tompkins, W. '02, 1904 Walnut St., Philadelphia, Pa.....	1917
Mrs. Charles W. Bassett, V. '82, 2947 St. Paul St., Baltimore, Md.....	1917
Mrs. Hans Froelicher, Zurich '87, Tramore Road, Hamilton, Md.....	1917
Mrs. Josiah T. Tubby, Jr., B. M. '97, Westfield, N. J.....	1917
Miss Emilie J. Hutchinson, B. '05, Brooks Hall, Barnard College, New York, N. Y.....	1917
Miss Alzeda Comstock, Mt. H. '10, Mt. Holyoke, South Hadley, Mass....	1917

FACULTY ELECTORS

Smith—Miss Ellen P. Cook, Smith College, Northampton, Mass.....	1919
Bryn Mawr—Dr. Susan M. Kingsbury, Bryn Mawr College, Bryn Mawr, Pa.	1919
Swarthmore—Mrs. F. M. Griffin, Swarthmore College, Swarthmore, Pa..	1919

CHAIRMEN OF GENERAL COMMITTEES

Nominating Committee—Mrs. Charles B. Spahr, 38 Stockton St., Princeton, N. J.
 Fellowships Committee—Miss Helen F. Greene, 80 Pinckney St., Boston, Mass.
 Sub-Chapters Committee—Miss Dorothy Baldwin, 95 Rivington St. New York, N. Y.
 Publications Committee—Mrs. Horace T. Fleisher, 6418 North Camac St., Philadelphia, Pa.
 Committee on Field Secretary's Salary—Miss Helen F. Greene, 80 Pinckney St., Boston, Mass.

LIFE MEMBERS

Baker, Elsie (V.)	Montgomery, Mrs. F. H. (W. '89)
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Beard, E. B. (S. '95)	Rucher. In memoriam. Paid by the
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Colburn, Mrs. Stanley C. (W. '99)	Pratt, Anna B. (El.)
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Meigs, Mrs. Ferris J. (V.)	by Amelia Shapleigh
Merrick, Bertha V. (V.)	Woodruff, Grace (V. '07)

* Deceased.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, of College Settlements Association Quarterly, published quarterly at New York, N. Y., for October 1, 1916.
State of Pennsylvania, County of Philadelphia, ss.:

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Elizabeth Hirsh Fleisher, who, having been duly sworn according to law, deposes and says that she is the editor of the College Settlements Association Quarterly, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—College Settlements Association (G. L. Duncan), 1 Madison Avenue, New York, N. Y.

Editor—Elizabeth Hirsh Fleisher, 6418 N. Camac Street, Philadelphia, Pa.

Managing Editor—None.

Business Manager—Helen Zagat, 617 West 115th Street, New York, N. Y.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.) College Settlements Association, 1 Madison Avenue, New York, N. Y. Officers: President, Miss Ellen T. Emerson, Concord, Mass.; Vice-President, Mrs. Robert Clothier, Haverford, Pa.; Secretary, Miss Eleanor M. Doty, 567 West 113th Street, New York, N. Y.; Treasurer, Mrs. George C. Macon, Jr., 202 Taylor Avenue, Easton, Pa.; Editor, Mrs. Horace T. Fleisher, 6418 North Camac Street, Philadelphia, Pa. Membership, 3,500.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

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5. That the average number of copies of each issue of this publication sold or distributed, through he mails or otherwise, to paid subscribers during the six months preceding the date shown above is (This information is required from daily publications only.)

ELIZABETH HIRSH FLEISHER, Editor.

Sworn to and subscribed before me this 9th day of October, 1916

[Seal] CHARLES J. McDERMOTT, Notary Public.
(My commission expires January 21, 1917.)

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